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ABSTRACT

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with promoting equity and client advocacy. Addressed in the module are the following topics: identifying stereotypes such as those related to sex, race, ethnic group, age, and handicap in one's own behavior and attitudes and in those of others; selecting criteria for equitable, stereotype-free career guidance programs; developing criteria for identifying the best possible advocate for a given client and making referrals where appropriate; and identifying ways in which clients can become advocates for themselves and helping them ensure their success in doing so. The module consists of readings and learning experiences covering these four topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

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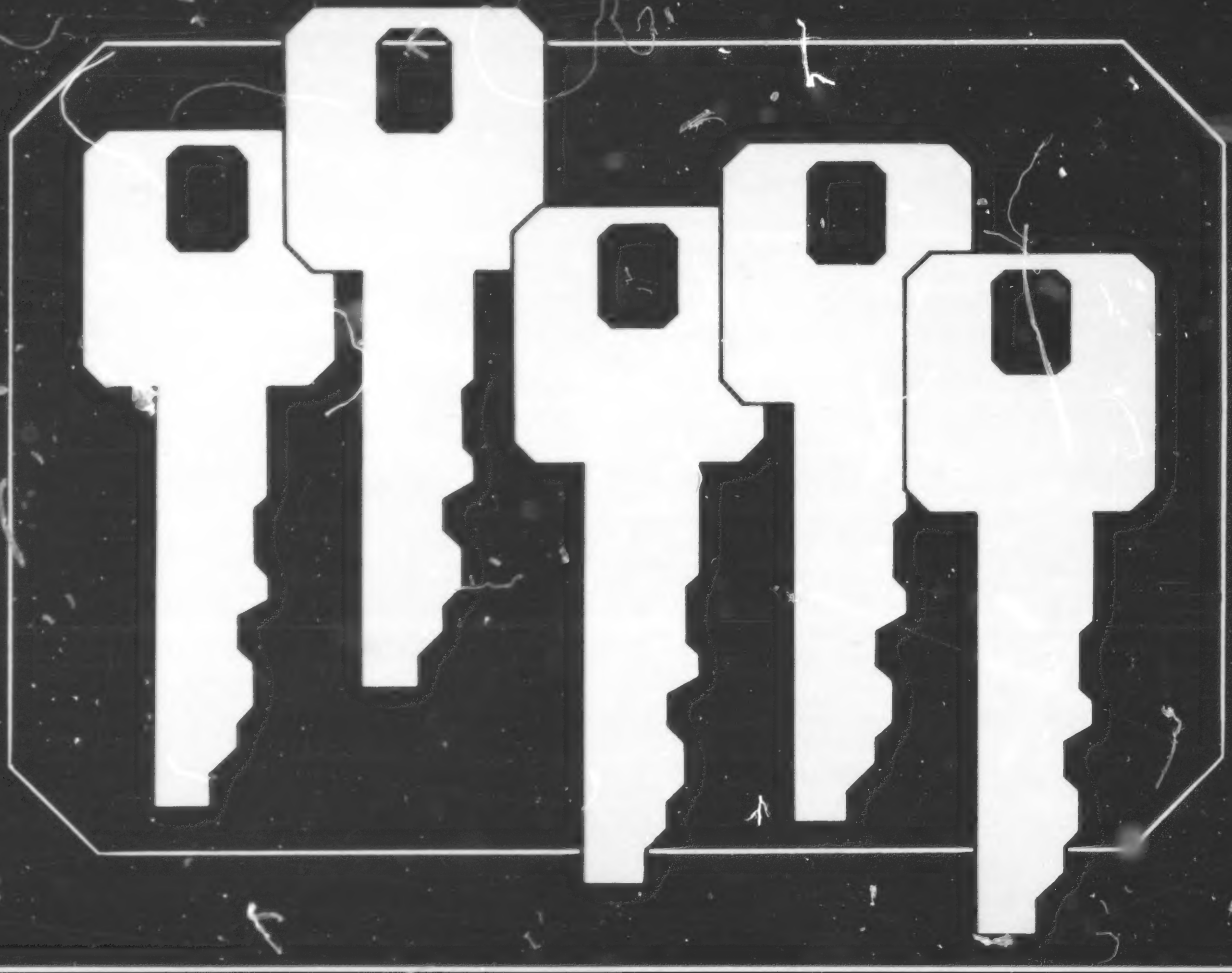
Promote Equity and Client Advocacy



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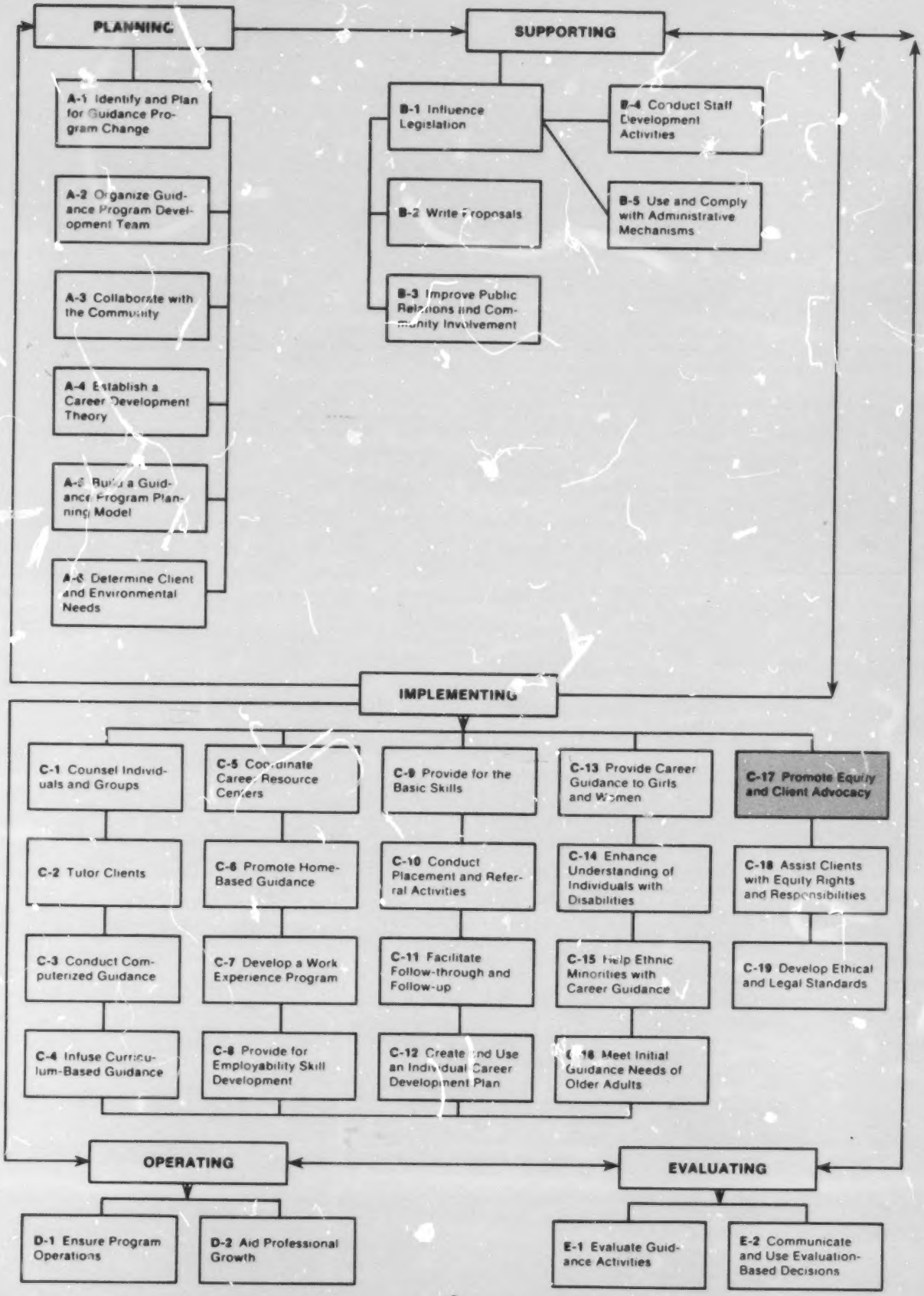
PLANNING
A-1 Identify and Plan for Guidance Program Change
A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
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IMPLEMENTING
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EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Promote Equity and Client Advocacy

MODULE CG C-17

Module CG C-17 of Category C — Implementing
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
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- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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ABOUT THIS MODULE

PROMOTE EQUITY AND CLIENT ADVOCACY

Goal

After completing this module, career guidance change personnel will be better able to identify and modify stereotyping behaviors in self and others, and to assist clients in developing advocacy skills to help them constructively make changes in their personal and work environments.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

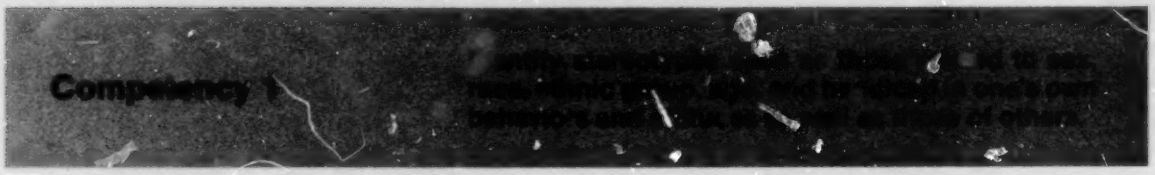
Focusing on the topic of **equity** is a relatively new phenomenon for career guidance personnel. As we have traditionally been trained to deal with the needs of the individual, it is often difficult for us to recognize our own biases. Biases, or stereotypes, often have their roots in years of training and socialization and are not apparent to us, but are seen by the individual or groups to whom our biases are directed.

Although the lack of career options for most people may not be due to overt discrimination, society has not benefited as it might from the offerings that a wider range of people could provide. These people--minorities, women, persons with disabilities or who are older--are often treated differently. They are often viewed as members of a group and not as individuals.

The purpose of this module is to focus on developing programs which address the problems caused by **stereotyping and discriminating** and to assist clients in undertaking constructive actions for making change. This involves changing attitudes and behaviors on the parts of both staff members and clients. It is a sensitive, sometimes controversial, and exciting effort to undertake.

An increasing number of resources are available to help you address equity and advocacy needs. Depending upon your purpose, you may need additional factual information, training ideas, or legal standards. Some references of such materials are listed in this module.

Identifying Stereotypes



Most people hold at least one **bias, myth, or stereotype** about behaviors, attitudes, or feelings that are associated with one population group more than with another. If they are relatively free of biases about what is traditionally considered typical male or female behavior, they may hold rather biased feelings about behavior that can be typified as that of an older person or of certain racial or ethnic groups. Thus, before a stereotype-free career guidance program can be offered to your clients, you and your staff need to identify the biases that are present in your behavior and determine how the impact of these biases affect the delivery of your services.

It is often very difficult for people to recognize their own biases, but you should examine your own attitudes and behaviors.

For example:

- Do you assume that people in authority are white unless their names are of ethnic origin?
- Are you surprised when a person with a severe handicap has a position of responsibility?
- Do you find yourself assuming that a medical doctor or education administrator--anyone using the title of Doctor--is male?
- Do you believe that retirement should be mandatory or that after a certain age people "outlive their usefulness"?

Affirmative answers to any of these questions reflect bias. Also, success role models presented in books, magazines, television, movies, and curriculum and guidance materials you use with clients often perpetuate stereotyping--though less obviously.

There are ways besides **job discrimination** to deny equity, and one of the most prevalent ways is through the "hidden" messages that we send in teaching and counseling clients. A client's aspirations can be severely limited--or greatly enhanced --by your ability to look beyond, but not ignore, the client's sex, race, age, or disability. Helping clients to identify appropriate role models can help keep them from being victims and perpetuating stereotypic images.

It is not illegal to hold biases--laws only keep people from discriminating. And, it is doubtful that you or your staff intentionally discriminate. However, if people take the risk to examine their own biases, they often find that their defensive and angry feelings about specific population groups are reduced. Also, in understanding what biases exist and from where they stem, people can free themselves to be more open and honest in the information and assistance which they offer their clients.

Stereotype-Free Program Criteria

Competency 2

Select criteria that must be met by an equitable, stereotype-free program and assess the current status of the career guidance program to determine aspects that must be modified.

Although raising the consciousness of staff is important and essential to improving your program, it is not sufficient in guaranteeing equity for your clients. To ensure that equity is built into the basic framework of your career guidance program, you need to develop some criteria for organizing, reviewing, and evaluating your efforts. The following list suggests the type of criteria against which to assess the status of your project.

Program Organization

- **Policies** and guidelines reflect the agency's commitment to the **elimination** of bias, stereotyping, and discrimination for all agency employees and clients.
- **Procedures** provide for systematic **review of all policies** and guidelines to ensure that all such documents are consistent with the agency's commitment to equity.
- **Advisory council members** include representatives of a wide **variety of populations** to ensure that equity is viewed as a priority at all levels.
- **Funds** are earmarked for the purchase of **special materials** which aid staff and clients in understanding and using equitable practices.
- **Staff development programs** include activities which address the **issues of equity** and assist personnel in identifying and overcoming biases, stereotypes, and discriminatory behaviors.

Curriculum and Guidance Activities

- Curriculum **materials** used with clients are reviewed to ensure that they are **free of bias** and stereotyping.
- Instructional **activities** are designed to support the concept of **equity** and are free of bias, stereotyping, and discrimination.
- Guidance and **counseling services** provided to clients support and encourage their career **choices to be based on interests**, abilities, and values as opposed to their particular population groups.
- Tests and **inventories** used with clients are **free of bias** and stereotyping, and results and other feedback are related to performance rather than population groups.

Community Relationships

- All **literature** provided to community members describing the agency and program is **supportive of equity** and free of bias and stereotypic statements.
- **Staff** work closely with community members to **sensitize** them to bias and stereotyping in their dealings with clients.

Facilities

- All physical **facilities** have been designed or remodeled to meet the needs of clients who have **physical disabilities**.

Guides and materials that can help you implement the policies you establish are available. Excellent available procedures for developing and evaluating written and audiovisual materials are useful when developing policy as well as curriculum and guidance materials. Two such documents, developed by Women on Words and Images, are: *A Checklist for Evaluating Materials* and *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way*. If the language and visuals you use in all aspects of your agency's

operation are unbiased, you have taken a strong step to change behavior. In time, with additional proactive steps, you may well change attitudes of even the most skeptical.

Selecting Advocates for Your Clients

Competency 3

For each situation, determine whether you are the appropriate advocate, or whether the efforts of someone else, including the client, would be more likely to help reach the goal or solve the problem, and make referrals where appropriate.

Though you and your staff may pride yourselves in identifying and overcoming your biases, people in the world outside your agency may not be so aware. They often need to be prodded--sometimes with a legal stick--to avoid discriminating against your clients.

Ideally, we can hope to **change attitudes** and beliefs of those who mistreat clients of special populations. Minimally, we can make sure, through knowing the legal rights of our clients, that they are not blatantly discriminated against. Your interactions with people on behalf of your clients will undoubtedly run the range of dealing with the most enlightened to the most biased.

In some cases, for example, it is enough to inform an employer of the expanding numbers of jobs held by handicapped persons. In other situations, you may wish to have that employer talk with more forward thinking colleagues to further support the capabilities, and rights, of persons with handicaps.

In fact, you may often choose others besides yourself to be your clients' advocates. If you are not readily identified with the population for which you are seeking change, ask for help from someone who is. You might better aid your clients by assisting in a behind-the-scenes manner--arranging meetings, compiling needed information, writing articles, meetings and information or conducting meetings and workshops--to help more people understand the need for advocacy and ways in which they can help.

If your clients are school age or live with their families, parents and siblings can be very effective advocates. Last, and perhaps most important, the best advocates you can choose for your clients may be the clients themselves.

Preparing to Become Advocates

Competency 4

Identify ways clients can become advocates for themselves, and to help ensure their success, provide them with training in such areas as setting specific objectives, developing assertiveness, and improving public speaking.

If your clients are to be their **own advocacy agents**, they may well need some **consciousness-raising** of their own. Most of them, too, have been raised with stereotyped expectations, sometimes of themselves. It is necessary that you and your staff help them understand both the difficulties they may experience in society through discrimination and to understand how their own biases

and stereotypes may be self-hindering. In short, many individuals within special groups consciously or subconsciously believe that they are less capable than their "majority" counterparts. Though they may not admit that this is true, their verbal and nonverbal responses may show them to be deferential and self-deprecating. Others are so angry at society--or at least the group who they are most often discriminated by--that their efforts at advocacy do not result in positive change.

Even if your clients have natural charisma, you will need to help them develop their **communication skills** for use in both public speaking and in working with individuals and small groups. They need group process skills so that they are aware of the dynamics that occur when dealing with controversy and opposition. Some of your clients may need assistance in becoming more assertive--in defining their goals and knowing how to strongly, but not aggressively, demand their rights. In short, you are striving to empower your clients to be able to effectively represent themselves. This starts with helping them learn to clearly state what it is they are hoping to change.

Depending upon the needs of your clients and the characteristics of your community, you may want to encourage your clients to build a **coalition** to more effectively reach their goals. This most visibly has taken place through such agencies as the American Coalition of Citizens with Disabilities, Inc., which is a membership organization representing millions of people with a wide range of types of disabilities. This type of activity is not limited to cross-disability groups and on a local level could mean uniting black and white women to work together toward improving women's opportunities.

Pitfalls common to advocacy groups have been identified by Bowe and Williams in their book, *Planning Effective Advocacy Programs*, along with strategies to overcome them. Your clients need to understand that their efforts will be more successful if they--

- work with others toward common goals;
- acquaint themselves with the workings of local, county, and state agencies and governments;
- target their efforts;
- obtain sufficient resources to support their efforts; and
- communicate their purposes and activities clearly.

Equity is the ideal state you and your clients are seeking to attain. A well-organized advocacy program indicates both commitment and responsibility for making that ideal state a reality.

Learning Experience 1

Identifying Stereotypes

OVERVIEW

COMPETENCY	Identify stereotypes such as those related to sex, race, ethnic group, age, and handicap in one's own behavior and attitudes as well as those of others.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Identify the discriminatory, sex-biased, sex-fair, and sex-affirmative behaviors described in a situation.
INDIVIDUAL ACTIVITY	Complete an exercise designed to help you recognize sexist and nonsexist behaviors.
INDIVIDUAL FEEDBACK	Compare your answers to those provided.
GROUP LEARNING OBJECTIVE	List common stereotypes associated with a particular population group.
GROUP ACTIVITY	Brainstorm commonly used stereotyping labels and discuss the implications of using them.

INDIVIDUAL ACTIVITY

Complete an exercise designed to help you recognize sexist and nonsexist behaviors.

Listed below are a number of situations which are familiar to career guidance program administrators. Under each situation three or four responses are provided. Please read each situation and response, and determine how the response would be described according to the following categories.

D - Discriminatory behavior--a violation of Title IX of the Education Amendments of 1972 which states "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . ."

B - Sex-biased behavior -reflects bias or stereotyping but is not a violation of Title IX

F - Sex-fair behavior--treats both sexes in equal or similar ways

A - Sex-affirmative behavior--attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for an administrative position in your agency. In the course of the interview you ask the following questions:

   Responses: _____A. "Do you intend to have any more children?"

   _____B. "What does your husband do for a living?"

   _____C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

   _____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: You receive information related to an administrative intern training program. You:

   Responses: _____A. Distribute the information only to male staff members

   _____B. Distribute it to all staff members

   _____C. Conduct a special recruiting effort to attract more female staff members into the intern program.

3. Situation: Your institution maintains the following administrative position on dress/appearance of staff:

   Responses: _____A. Although there's an expectation that staff dress neatly and appropriately for their jobs, there are no rules or regulations. Any gross violations would be handled individually.

_____B. There are no rules or regulations concerning staff appearance other than an unwritten expectation that "one wear what is appropriate for one's job." Female and male staff members are encouraged to wear comfortable clothing that allows them freedom of movement necessary for carrying out their job responsibilities.

_____C. Staff members are required to wear dress apparel (shirts, ties, and jackets for males, dresses/pants outfits for women) or uniforms.

4. Situation: Your agency has developed the following administrative procedures for clients entering vocational programs nontraditional to their sex:

Responses: _____A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

_____B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

_____C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

Adapted from *Vocational Education Sex Equity Strategies* by L. Vetter, C. Burkhardt, and J. Sechler. The National Center for Research in Vocational Education, 1978.

INDIVIDUAL FEEDBACK

Compare your answers to those provided below.

1. d A
   d B
   d C
   d D

2. d A
   f B
   a C

3. f A
   a B
   f C

4. d A
   f B
   a C

GROUP ACTIVITY

Participants consciously used the emerging labels and discuss the implications of using them.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that the purpose of the activity is to identify common stereotypes.	
2. Indicate that participants will be brainstorming in small groups.	
3. Have the participants review the reading for Competency 1 on page 7.	
B. Process	
1. Divide participants into four groups and assign each different topic area for discussion:	Try to have each small group be representative of the total (e.g., each group should have men and women and be balanced racially if possible).
• male/female;	
• white/black;	
• young/old; and	
• physically abled/disabled.	

Facilitator's Outline	Notes
2. Have each small group brainstorm adjectives often attributed to one group within their topic area.	Have someone in each group make a listing on a flipchart or chalkboard.
3. Have the groups repeat the process for the other population group in their topic areas.	
4. Ask each group to compare the lists of adjectives for the two populations they are discussing.	Encourage them to probe--How are the lists similar or different? Are the adjectives accurate--why or why not? Which of the descriptors do you believe?
5. Convene the total group and ask for reactions or learnings from each group.	Encourage members from other groups to comment or ask questions. Be aware that you are soliciting participants biases and others' angry feelings may be stimulated
6. Invite participants to react to the stereotypic statements listed about the population groups to which they belong.	
7. Have participants write two or more stereotypic statements that were reflective of their own feelings and invite them to share any new insights they have gained with the total group.	
8. Wrap up discussion by emphasizing the negative implications of people behaving in accordance with their biases--reinforcing that awareness of one's attitudes is needed if any true change is to take place.	

NOTES

Learning Experience 2

Stereotype-Free Program Criteria

OVERVIEW

COMPETENCY	Select criteria that must be met by equitable, stereotype-free programs, and assess the current status of the career guidance program to determine aspects that must be modified.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	List types of special equipment or arrangements required to meet the needs of persons with physical disabilities.
INDIVIDUAL ACTIVITY	Plan a meeting outside your agency and determine the necessary physical arrangements that will be required.
INDIVIDUAL FEEDBACK	Compare your list to a checklist provided.
GROUP LEARNING OBJECTIVE	Evaluate the degree to which a program is free of stereotyping practices.
GROUP ACTIVITY	Evaluate the description of another participant's program and provide feedback designed to improve efforts toward implementing a stereotype-free program.

INDIVIDUAL ACTIVITY

Plan a meeting outside your agency and determine the necessary physical arrangements that will be required.

Review the reading for Competency 2 on page 8 prior to completing this activity. Your agency prides itself on its commitment to making meetings and workshops easily accessible to persons with physical disabilities. You are planning a workshop in your community and will make your site selection based on appropriateness of the facilities. Make a list of physical features you would use as your criteria.

INDIVIDUAL FEEDBACK

Compare your list to the checklist below.

Did you list the following items?

Yes____ No____ 1. Ramps and elevators are available for persons using wheelchairs

Yes____ No____ 2. Telephones are placed lower so that people in wheelchairs can use them easily

Yes____ No____ 3. Persons who sign will be available to assist people who are deaf

Yes____ No____ 4. Special parking will be available

Yes____ No____ 5. All workshop rooms, dining rooms, and restrooms are easily accessible with doors wider than 36"

Does your agency have a list of criteria to evaluate workshop sites? If not, perhaps distributing your list would help others to be more sensitive in planning workshop functions.

GROUP ACTIVITY

Evaluate the description of another participant's program and provide feedback designed to improve efforts toward implementing a stereotype-free program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Explain that the purpose of this activity is to review some "live" programs to determine the progress that has been made toward reducing stereotyping. 2. Indicate that everyone will be involved in this activity either as a presenter or a feedback agent. 3. Have participants review the reading for Competency 2 on page 8. Highlight the suggested criteria.	

Facilitator's Outline	Notes
B. Process	
1. Ask volunteers to describe how their programs have been successful in overcoming bias and stereotyping. Noting the specific actions undertaken to combat bias and stereotyping and the audiences who have benefited.	If a few people volunteer, have them present to the total group. If the majority volunteers, then break into groups for presentations.
2. Invite questions from the participants and then ask each one to rate the program on a scale of 1 (low) to 5 (high) as to its effectiveness in overcoming stereotyping.	
3. Invite presenter to question/challenge the evaluation.	
4. Repeat the process two additional times, allowing for questions, ratings, and rebuttals.	Encourage participants to play "devil's advocate" role--to challenge the "real difference" that is taking place.
5. Discuss with the total group the minimum criteria that they would use to judge a program's effectiveness in providing a stereotype-free program. (e.g., Is revising curriculum materials enough?)	

Learning Experience 3

Selecting Advocates for Your Clients

OVERVIEW

COMPETENCY	For each situation, determine whether you are the appropriate advocate or whether the efforts of someone else, including the client, would be more likely to help reach the goal or solve the problem, and make referrals where appropriate.
READING	Read Competency 3 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	List individuals and groups who would be effective advocates for your clients.
INDIVIDUAL ACTIVITY	Brainstorm a list of possible advocates for a specific client group.
INDIVIDUAL FEEDBACK	Compare your ideas with the notes provided.
GROUP LEARNING OBJECTIVE	Demonstrate skills needed to be an effective advocate for your clients.
GROUP ACTIVITY	Learn the components of assertiveness skills.

ACTIVITY [illegible] advocates for a specific client

After reviewing the reading for Competency 3 on page 9, consider the following situation.

One program in your agency focuses on providing career guidance services to unemployed professionals 50 years and older. You are aware that many companies and organizations in your community are reluctant to hire the older worker--although you know of no actual cases of discrimination. As you begin to design an advocacy program, what types of people and organizations would you seek information and assistance from?

INDIVIDUAL FEEDBACK

Compare your ideas with those listed below.

In taking on such a project, you would need to be creative since this particular population has been relatively ignored until late. In your list, you may want to include--

- Gray Panthers, a national advocacy group for older Americans;
- Affirmative Action offices at the local or state level; and
- Executives 40+, a membership organization that assists unemployed professionals who are over the age of 40.

You may also find out what research has been done through university gerontology programs or through such special efforts as the Commission on Aging. As one is often reminded--information is power.

Undoubtedly you listed specific people or organizations within your community who could provide assistance. Do not forget to use the clients themselves--and in this case, former clients who have successfully found employment!

GROUP ACTIVITY

Learn the components of assertiveness skills.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction 1. Explain to participants that their styles of communication will affect their abilities to be successful client advocates. 2. Indicate that the purpose of this activity is to alert them to assertive behaviors that they might use in representing their clients.	

Facilitator's Outline	Notes
B. Process	
1. Explain to participants that people primarily use one of three types of communication when confronting others or seeking assistance--non-assertive, assertive, or aggressive.	Participants may have different "labels" that they use to describe these behaviors. Avoid quibbling over words.
2. Distribute the handout "Verbal and Nonverbal Components of Behavior" found on the next page to each participant.	
3. Have participants divide into three groups and assign them one of the three behaviors to discuss in-depth--citing examples where advocates have used that type of behavior.	Allow 15-20 minutes for this discussion.
4. Have the group select two or three "favorite" incidents to share with the total group.	
5. Following discussion, ask participants to write down how they plan to change their communication styles in their roles as advocates and invite those who wish to share their plans.	If some plan no change, challenge them to learn their reasons. If they respond "assertively," congratulate them. If not, point that out too.

VERBAL AND NONVERBAL COMPONENTS OF BEHAVIOR

	NONASSERTIVE	ASSERTIVE	AGGRESSIVE
I. VERBAL	Apologetic words. Veiled meanings. Hedging; failure to come to the point. Rambling, disconnected. At loss for words. Failure to say what you really mean. "I mean," "you know."	Statement of wants. Honest statement of feelings. Objective words, direct statements which say what you mean. "I"-messages.	"Loaded" words. Accusations. Descriptive, subjective terms. Imperious, superior words. "You"-messages, that blame or label.
II. NONVERBAL			
A. General	Actions instead of words, hoping someone will guess what you want. Looking as if you don't mean what you say.	Attentive listening behavior. General assured manner, communicating caring and strength.	Exaggerated show of strength. Flippant, sarcastic style. Air of superiority.
B. Specific			
1. Voice	Weak, hesitant, soft, sometimes wavering.	Firm, warm, well-modulated, relaxed.	Tense, shrill, loud, shaky, cold, "deadly quiet" demanding, superior, authoritarian.
2. Eyes	Averted, downcast, teary, pleading.	Open, frank, direct.	Expressionless, narrowed, staring, not really "seeing" you.
3. Stance and Posture	Lean for support, stooped, excessive head nodding.	Well-balanced, straight-on, erect, relaxed.	Hands on hips, feet apart. Stiff and rigid, rude, imperious.
4. Hands	Fluttery, fidgety, clammy.	Relaxed motions.	Clenched, abrupt gestures, finger-pointing, fist pounding.

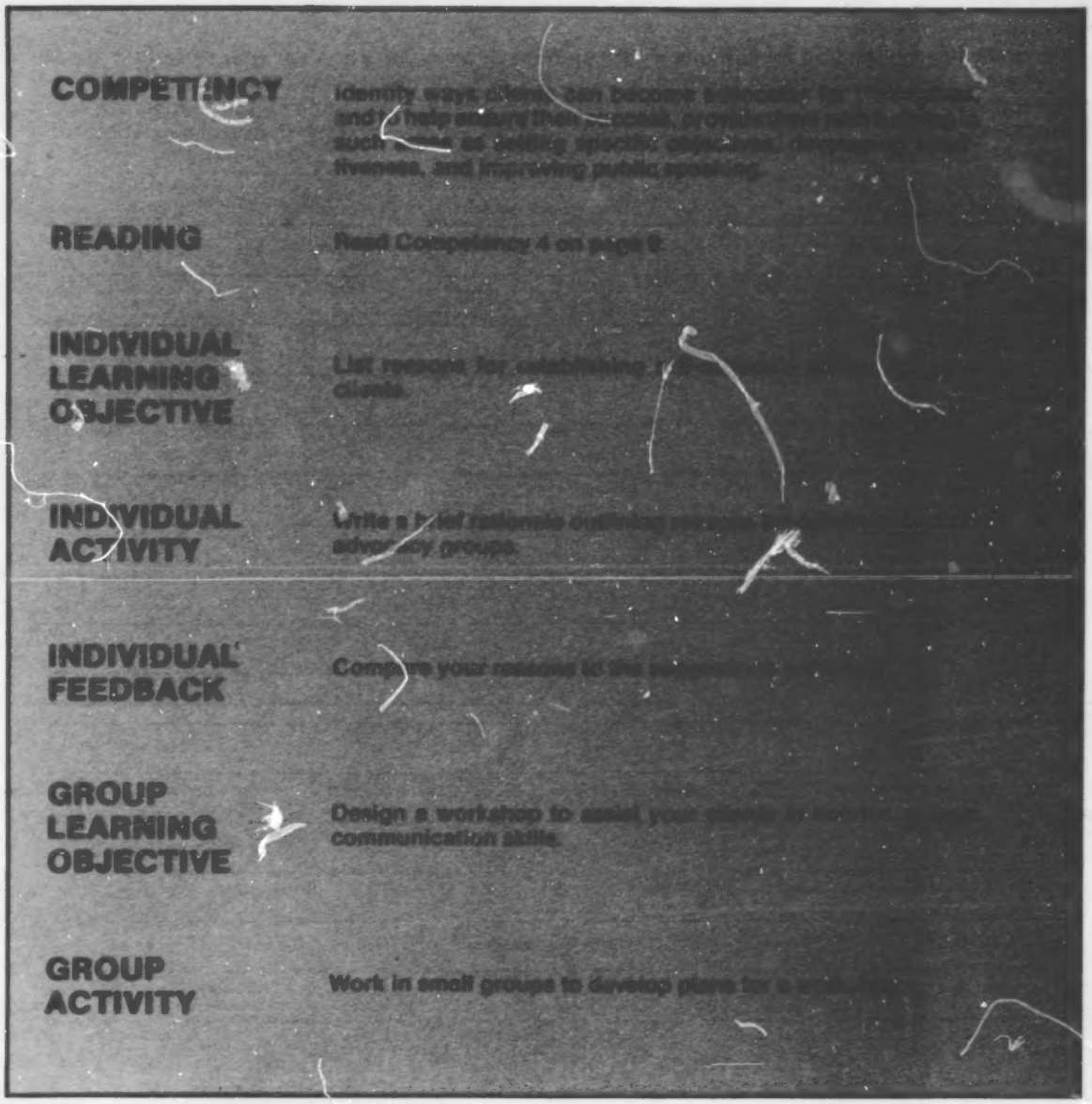
*Taken from *The New Assertive Women* by Bloom, Coburn, and Pearlman, 1975.

NOTES

Learning Experience 4

Preparing Clients to Become Advocates

OVERVIEW



INDIVIDUAL ACTIVITY

Write a brief rationale outlining reasons for establishing self-advocacy groups.

After reviewing the reading for Competency 4 on page 9, consider your own agency setting. If your clients are currently organized in a formal "advocacy" mode, list the activities they have undertaken. If not, suppose that you were justifying organizing such an effort. Draft a memo for your supervisor--who thinks advocacy effort should be left to leaders outside the agency--outlining reasons for establishing a client self-advocacy group.

INDIVIDUAL FEEDBACK

Compare your reasons to the suggestions provided below.

In any rationale supporting the formation of self-advocacy groups, two points need to be made: (1) it is good for the client, and (2) it is good for the client group's course or purpose. You should point out that self-advocacy groups encourage client independence as they take the responsibility for pushing for change. They learn skills in such areas as, organizing, decision making, public speaking and assertiveness. Also, you should emphasize that self-advocacy groups present a sense of reality to the public that no external person can hope to accomplish.

GROUP ACTIVITY

Work in small groups to develop plans for a workshop.

Note: This outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that one area that self-advocacy groups need most help in is the area of communication.	
2. Indicate that the purpose of this activity is to develop a variety of workshop training plans for use with clients.	
3. Have participants review the reading for Competency 4 on page 9.	
B. Process	
1. Have participants brainstorm the types of communication problems their clients have (e.g., public speaking, assertiveness, nonverbal cues, poor grammar).	List responses on flipchart or chalkboard.
2. Have participants select the areas in which they have the most interest and/or expertise.	

Facilitator's Outline	Notes
3. Group those with the same interests together and have them discuss the dimensions of the problems, identifying the knowledge and skills clients need to become better self-advocates (e.g., if the problem is with nonverbal behavior, clients may need training in understanding body languages). 4. Have participants use the Training Action Plan form on the next page to outline their workshop designs. 5. Convene all participants and have each group give a brief report as to how they would provide training to overcome specific communication problems.	

TRAINING ACTION PLAN

Objective	Tasks to Be Accomplished	Person(s) to Accomplish Tasks	Date Task Must Be Completed	Resources Needed	Comments
(Write in behavioral terms the learning objectives that the trainees are to achieve)	(List the work tasks or steps that must be taken in order for the objectives to be achieved)	(Indicate who will be responsible for the completion of each task)	(Indicate the final date by which the task must be finished)	(List all human and non-human resources that will be used to complete the tasks)	(Note any concerns or reminders related to the other items)

NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School.
7. Secondary School.
8. Postsecondary School.
9. College/University.
10. JTPA.
11. Veterans.
12. Church.
13. Corrections.
14. Youth Services.
15. Business/Industry Management.
16. Business/Industry Labor.
17. Parent Group.
18. Municipal Office.
19. Service Organization.
20. State Government.
21. Other.

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic). None	Slight	Some	Much	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic). Not Taught	Little	Some	Good	Outstanding
1. Identifying discriminating, sex-biased, sex-fair, and sex-affirmative behaviors.	0	1	2	3	4	0	1	2	3	4
2. Listing common stereotypes.	0	1	2	3	4	0	1	2	3	4
3. Planning for meetings of persons with physical disabilities.	0	1	2	3	4	0	1	2	3	4
4. Evaluating whether or not programs are free of stereotyping practices.	0	1	2	3	4	0	1	2	3	4
5. Identifying client advocates.	0	1	2	3	4	0	1	2	3	4
6. Learning the components of assertiveness skills.	0	1	2	3	4	0	1	2	3	4
7. Outlining reasons for establishing self-advocacy groups.	0	1	2	3	4	0	1	2	3	4
8. Designing communication workshops.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Promote Equity and Client Advocacy

Comments:

_____

_____

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-73%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
Total	_____	Total	_____
(add up)		(add up)	

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Promote Equity and Client Advocacy*

Module Number: CG C-17

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Brainstorm commonly used stereotyping labels and discuss the implications of using them.	1. Participants can list common stereotypes associated with various population groups. 2. Participants can identify their own stereotyped attitudes.
Group Activity Number 2: Evaluate another participant's program and give feedback designed to improve efforts toward implementing a stereotype-free program.	1. Participants can identify specific aspects of programs which indicate proactive steps toward eliminating stereotyping. 2. Participants can list criteria for judging stereotype-free programs.
Group Activity Number 3: Learn the components of assertiveness skills.	1. Participants can list three types of communication: • nonassertive • assertive • aggressive 2. Participants can identify types of behaviors that are associated with types of communication.
Group Activity Number 4: Develop plans for conducting a workshop.	1. Participants can identify skills and knowledge needed to become a self-advocate. 2. Participants can prepare a training plan and present a rationale for its use.

NOTES

REFERENCES

Bloom, L.; Coburn, K.; and Pearlman, J. *The New Assertive Women*. New York: Dell Press, 1975.

Bowe, F. and Williams, J. *Planning Effective Advocacy Programs*. Washington, DC: The American Coalition of Citizens with Disabilities, Inc. 1979.

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way. Princeton, NJ: Women on Words and Images.

Vetter, L.; Burkhardt, C.; and Sechler, J. *Vocational Education Sex Equity Strategies*. Columbus, OH: The National Center for Research in Vocational Education, 1978.

ADDITIONAL RESOURCES

Materials listed are ones that can provide you with additional knowledge and skills in the area of client advocacy.

Activities to Combat Stereotyping in Career Choice. American Institutes for Research, Palo Alto, CA, 1980.

This booklet, with accompanying worksheets, outlines classroom activities that deal with reducing the stereotyping of sex roles, race, and handicap conditions. The activities were selected from a national search conducted by AIR and include examples which are appropriate from kindergarten through grade 12 as well as some that can be used for staff development purposes.

Bowe, Frank and Williams, John. *Planning Effective Advocacy Programs*. The American Coalition of Citizens with Disabilities, Washington, DC. 1979.

This book was developed specifically to help disabled people help themselves through the formation of advocacy groups. The guidelines offered are useful not only to the disabled but to all types of individuals and groups interested in forming advocacy groups.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. PEER, Washington, DC, 1979.

This guide contains a series of booklets designed to help local school personnel assess the sex bias that is present in their schools. In addition to the guidelines for review, it contains a Title IX primer and suggested strategies for change.

Vetter, Louise; Burkhardt, Carolyn; and Sechler, Judith. *Vocational Education Sex Equity Strategies*. The National Center for Research in Vocational Education, Columbus, OH, 1978.

This document was designed to provide strategies and techniques to increase sex fairness in vocational education. In addition to recommending their own strategies, the authors have included reprints from other recognized authors and publishers. Its loose-leaf format provides for easy materials reproduction or handbook modification.

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NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
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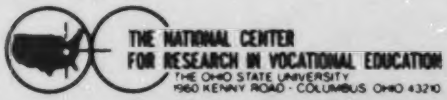
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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program for Improved Tasks
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Program
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Clients Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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